**PRIMARY FOUR ENGLISH SCHEMES OF WORK TERM 1 – III**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **LESSON** | **THEME** | **SUB THEME** | **LEARNING AREA** | **CONTENT**  | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INS MATERIALS** | **REF** |
| FRIDAY TO MONDAY |  | 1 | DESCRIBING PEOPLE AND OBJECTS | Describing people |  | **PUNCTUATION*** Capital letters.
* Full stops
* Inverted commas
* Questions
* Exclamation marks
* apostrophe
 | 1. Write capital letters.
2. Identify different uses of punctuation marks.
3. Write some descriptive sentences and punctuate them.
 | * Explain
* Question and answer
 | * Writing punctuation.
* Use punctuation marks in given sentences
 | Critical thinkingEffective communication | Story bookschatrs | Detailed grammar pgs 1-11 & revision English by forest pgs 138 to 148 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people |  | **NOUNS**Types of nouns* Proper nouns
* Common nouns
* Collective nouns
* Abstract nouns

Number (singular and plurals )* Formation of plurals of nouns adding “s” “es” “ies” and “ves”
* Nouns that don’t change
* Irregular forms of plurals
* Plurals of compound nouns.
 | 1. Identify types of nouns
2. Compare the appearance of two objects in terms of weight and looks.
3. Ask questions about what some objects look like.
4. Ask questions about singulars and plurals objects.
 | DiscussionQuestions and answerExplanation. | Naming objectsDescribing objectsCounting objectsGiving singulars and plurals. | ArticulationReasoning Responding to questions.Self esteemCritical thinking | Real objects Flash cards | BrighterGrammar by mack y wki pgs 1 -22 The new first Aid in Eng pg 69 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | **Gender nouns*** Feminine common
* Masculine neuter

**Adjectives** * Use of adjectives in sentences.
* Comparison of adjectives using the positives and superlative degrees.
* Using …as…as not as ….as….
* Using …than
* Using …of the two.
 | 1. Identify gender nouns
2. Compares two or objects interms of size, shape colour or texture
3. Identify objects which are similar or different
4. Give similarities and differences between objects.
 | ExplanationDiscussionQuestions and answer | Describing objectsComparing objects. | ArticulationReasoningResponding to questions Effective communication | Real objectsFlash cards |  Detailed grammar Bk 1 pgs 123 - 129 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | **Vocabulary**Black, brown ,kind, long, short, smooth polite beautiful rectangular soft, flat**Structures**Both …andHow does…..He………SomeAre…and…isThe….of the.**Dialogue**(comprehension) | Ask questions about the appearance of people and objects.Identify the differences in appearance and objectsUse the right vocabulary that shows description of people and objects.Read the dialogue (comprehension) | ExplanationDiscussionQuestions and answer  | Describing objectsUsing the vocabularyComparing objectsUsing structures orallyReading the dialogue |  Fluency Audibility Articulation appreciationEffective communication | Real objects Flash cards | Mk primary English pupils bk pgs – 3 Mk primary Eng pupils bk 4 pgs 11-13 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people | English  | Guided composition “A trip to Entebbe”Revision exercise | Read the compositionWrite the compositionAnswer questions about composition | Questions and answer ExplanationDiscussion. | Complete the composition | Fluency Audibility articulation |  | Mk prime Eng bk pgs 14 -15 |
| MONDAY |  | Unit 3 and 4 giving direction |  |  | English  | **Vocabulary** Far, near, next to, a cross, in front, behind, round about sign about sign post after before junction corner close to opposite to  | Talk about appropriate direction of placesIdentify and describe main features of familiar places.Direct people to specific places.Locate different places following directions. |  | Giving directions (school, home, church)Using vocabulary and structures in sentences correctly. | Accuracy Verbal expressionsNon – verbal expressionsLogical expressions | Chart showing a map of a village | Mk pri eng pupils Bk pgs 1 – 3  |
|  |  | GIVING DIRECTION |  |  | English | ALPHABETICAL ORDER | Read the given wordsArrange words in order of the alphabetical using second letters. | ExplanationQuestion and answer | Arranging words in alphabetical order | Accuracy Critical thinking |  Black board InstructionChart  | Eng Aid 44 by patel  |
|  |  |  |  |  | English  | **PRONOUNS** Kind of pronouns **Subjective** Pronouns e.g. he, she,objectives pronounsE.g. my, our, her.Reflexive pronouns e.g. my self, herself( singular and plural and plural of the above e.g. theirs) Demonstrative Thus – TheseThat – Those Relative pronouns Who, which, what, whose, where, when e.t.c | Identify kinds of pronouns Write the plurals forms of the given pronouns.Construct sentences using relative pronouns. |  | Writing plural forms of the pronouns in sentences. | Self esteemCritical thinking |  | Detailed Grammar Before 4 pg 104 |
|  |  |  |  |  | English  | STRUCTUREDescribing places in relation to size, distance and outstanding features using the present simple tenseThe ….is….The ….is ………..on…….First walk (go) and then ……**COMPREHENSION**Passage Kaloli gets lost -Guided composition.-Jumbled words to form sentences -Revision exercise. | Read the given story-Complete the guided composition-Arrange the jumbled story to a good one. | Questions and answerExplanationDiscussion. | Using the structuresReading and answering questionsCompleting the guided compositionRe arranging the jumbled story. | AccuracyVerbal expressionNon verbal expressionLogical expression.Accuracy verbal expressionNon verbal expressionsLogical expressions. |  CompassDirectionsMap of a certain village | Mk pri Eng Bk 4-17 – 25Mk pri EngBk pgs 26-27 |
|  |  |  | WHAT I LIKE AND HOW I FEEL | What I like | English |  **Vocabulary** Food, drinks, fruits, dancing, singing, reading, cooking, sewing, playing football, riding desires, enjoy prefer. | Spelling the given words.Pronounce the words correctly.Use the given vocabulary to construct the sentences. | ExplanationQuestions and answerIndividual and group practiceInstruction. |  Spelling Sentence construction | Fluency Articulation Confidence | Chalk board illustration  | Mk priEngBk 4 pgs 16-17 |
|  |  |  | WHAT I LIKE  | What I like |  | **VERBS**-Present simple tense-Singular and plural objects e.g. -He goes – They go -Negative and interrogative statement-Some people eat meat.-Don’t some people eat meat?-Active and passive voices-John eats food every day.-Food is eaten by John everyday. | Express takes using the tenseCompare different people’s likes.Read simple short expressions.Write simple expressionChange sentences in to the active and passive. | ExplanationQuestion and answerIndividual and group.Practice Instruction. | Changing the given sentences in to the passive active and negativeIntegrative of the present simple tense. | AssertivenessBeing openExpressing likes and dislikes. | Course book. | Mk pri Eng Bk 4 pg 17 – 25.  |
|  |  |  |  |  |  | **Questions tags**Expecting the answer Yes and NoHe comes to school early doesn’t he?He doesn’t come to school early does he? | Complete statements with questions tags. | Explanation Discussion  | Completing sentences using questions tags  |  Fluency Accuracy  | Chalk board Illustrations. | Mk pri Eng Bk 4 Pgs 17- 25. |
|  |  |  |  |  |  | **JUNIOR**  Short formsContractionsAbbreviations. | Form short forms for the given words. | Explanation Discussion  |  Writing words in short and full. | Fluency Accuracy | Chalk board illustrations | The new first Aid in Eng. |
|  |  |  | WHAT I LIKE AND HOW I FEEL. | What I like  | English  | **VERBS** -Present continuous tense.-Making singular and plural subjects.-Making negative and interrogative statements.  | -Form sentences using -Present continuous tense-Using “not”-Form questions using helping verbs.  | Explanation Discussion  | Using present continuous tense  |  Fluency Accuracy  | Chalk board illustrations | Detailed grammar Bk 1 & Junior English composition and grammar. |
|  |  |  | WHAT I LIKE AND HOW I FEEL. | What I like | English | Making active and passive voice.Making questions tags.Structures.-I like …………..-I don’t like ……-He / she / they like (s)…..prefer..to…..-Do you prefer ……to ……?-Yes, I prefer fish to meat.-No, I prefer beans to meat.….enjoys……….enjoys….-He / she enjoys -I / they enjoy. | Express likes using simple present tenseWrite and read simple expressions about likes. | ExplanationDiscussion. Question and answer | Role playing situation expressing likesRead simple short texts. | Articulation of wordsConfidenceEffective communication  | Real objects  | Mk primary English pupils Bk 4 pgs 32 – 35. |
|  |  |  | WHAT I LIKE AND HOW I FEEL. | What I like | English | **POEM**(comprehension) | Recite the poemRole play  | Recite the poem and answer questions | Articulation of wordsConfidence fluency | Do -  | Do -  |  |
|  |  |  |  | How I feel  | English  | -Guided composition-Revision exercise | -Complete the composition using the given words | ExplanationInstruction Questions and answer. | Reading Answering Questions Writing  | Critical thinking | Course book  | Mk primary English course pupils Bk pgs 41-42. |
|  |  |  | HOW I FEEL | How I feel | English | **Vocabulary** Sad, happy, angry thirsty, tired, cold, lot, worried, scared lazy, sick ill, unhappy. | Complete sentences using the correct preposition.Join sentences using the adjectival qualifiers. | Explanation Discussion and answer ExplanationQuestions and answer. | Completing sentences using correct preposition joining sentences using the given adjectival qualifiers. | Articulation Fluency Effective communication | Chalk boardIllustration. | Mk primary Eng pupils Bk 4 pgs 30-31 Junior English composition and grammar Junior Eng revised |
|  |  |  |  | How I feel | English | **PARTS OF SPEECH**Prepositions Uses of to, on, in , out, against etc.Adjectival qualifiers / adverbials of degree.Use of too…to…Use of …so…that…. |  | ExplanationDiscussionQuestions and answer. |  Joining sentences using the given adjectival qualifiers. | Effective communication | Chalk board Illustration. | Mk primary End pupils bk 4 Junior English revised. |
|  |  |  | WHAT I LIKE AND HOW I FEEL | How I feel | English  | **STRUCTURES.**…feels….I / they feel happy.He / she feels. HappyWhen I am ( they )are.. (at home) …..because..I am / she he they are..because… |  Read the passageAnswer the questions about the story passage. | Explanation.Discussion Questions and answer | Completing sentencesConstructing sentences using the structures | Accuracy Fluency  | -do  |  |
|  |  |  |  |  | English  | **COMPREHENSION**A passage good friends.John gets lost | Read the passage Answer the questions about the story passage. | Explanation DiscussionQuestion and answer | Reading PronouncingAnswering Questions. | Confidenceself esteemLogical reasoning. |  | Mk primary Eng pupils bk 4pgs 49-51. |
|  |  |  |  |  |  | **Composition** What I like  | Read the compositionPronounce the words correctly. Answer the questions. | * Do
 | * Do
 | * Do
 | * Do
 |  |

**PRIMARY FOUR ENGLISH SCHEMES OF WORK TERM 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **LESSON** | **THEME** | **SUB THEME** | **LEARNING AREA** | **CONTENT**  | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INS MATERIALS** | **REF** |
|  |  |  | GOOD BEHAIOR |  | English  | **Vocabulary** Excuse, thank, sorry, forgive, lend, and borrow please. | Read the words correctly-Pronounce the vocabulary correctly.-Use the vocabulary to construct sentences. | Explanation Discussion -Question and answer. | ReadingPronouncing-Sentence construction. | Articulation of words Fluency Confidence. | Real objects Flash cards. | Mk pri Eng Bk pg 4 – 55. |
|  |  |  |  |  |  | **Verbs**Past simple tense-Formation of verbs e.g. by adding “d” “ed”-Irregular verbs e.g. run – ran.-Verbs that don’t change e.g. put put, cut-cut-Negative and interrogative -Active and passive voice-Question tags. | -Form sentences using simple past tense-Form sentences in past tense, interrogative -Complete statements with correct question tags. | ExplanationDiscussionQuestion and answer. | Reading Pronouncing.Sentence construction | Articulation of words fluencyConfidence. | Chart showing verbs in simple past tense. | Junior Eng composition and grammar  |
|  |  |  | Behaviour | Good behaviour | English  | Structures.-May I ..(have, take, use)-Yes, you may…-No I am sorry… you may not.. ……take / have / use.-Please lend me / her/ him/them/Peter-Here it is / they are…..-Will you please (lend, give, help go)?-No ,we are sorry-May I borrow-Please?-Please lend me your…………… | -Greet people around him, her using appropriate language-Use courteous words.-Ask and answer questions about good about good behavior.-Write words sentences using polite language. | Explanation  guidanceDemonstrationObservation. | -Construct correct oral sentences.Act dialoguesAsk and answer questions.Identify courteous words.  | Non violent conflict reduction Friend ship formationNegotiation.Articulation. | Real object.  | Mk primary English Bk 4 pgs 56 – 64. |
|  |  |  | behaviour | Good behaviour | English  | **Comprehension** A dialogue-Busingye and Amiina-A passage-Baluku’s sugarcane.-Guided composition-The obedient boy.-Revision exercise. | Act the dialogueAnswer oral and written questions about dialogueAnswer questions about the composition. | DemonstrationObservation Questions and answer | Answer questions about the dialogue.Complete the guided composition | Self-esteem self-awarenessEffective communication. | Puppets. | Mk primary Eng Bk 4 pgs 66-68Mk pgs 68-70 |
|  |  |  |  |  |  | **Parts of speech**Adverbs. Formation of adverbs by adding –ly e.g. quick – QuicklyIrregular adverbs e.g. adverbs of time Now , tomorrowAdverbs of places, here there Adverbs of manner.Quickly, slowly. | Define adverbs Form adverbs in different waysIdentify different types of adverbsUsing adverbs in sentences. | DemonstrationExplanationDiscussion. | Forming  |  | Chalk board illustration. | Basic working grammar pgs 120-130First Aid in engilsh 13-15. |
|  |  |  |  |  |  | **Junior English**HomesYoung onesSounds Movement. | Identify young ones homes sounds and movement of creatures.  | observation |  |  | Real objects |  |
|  |  |  | Bad behaviour | Bad behaviour | English  | **Vocabulary** Rude ,fight, steal, disobey, unkind, careless hit, danger, damage, burn, abuse, cheat, quarrel, lie, dodge. | Read and pronounce bulary correctly.Use the given vocabulary in sentences correctly. | Discussion Demonstration. | Sentences Construction. | Articulation words ConfidenceFluency. | Chalk board illustration. |  |
|  |  |  | Do |  | -do- | **Structures.**It is bad to …… tellLies , come lateHe /she / they must not….. tell lies, come late to school.You / she / he should not (steal, lie)Because (it is ) | Identify words describing bad behaviourTalk about pictures and real life situationsAsk ad answer questions. | Explanation Discussion Questions and answer. | Spelling wordsReporting bad behavior Acting situations of reportingReading words sentences and text.  | ArticulationConfidenceFluencyResponding to questions. | Flash cards.  |  |
|  |  |  | SHOPPING  | Buying and selling  | English  | **Vocabulary** Some, a few, cheap, expensive kilogramme, a bar a litre metre, packet cost, price, item.**Verbs** Present perfect tenseFormation of has/ hadHave the past participleUse of just / already / yet / now Negative and interrogative Active and passive voice Question tags.Use of since and for  | Use a wide range of grammatical structures and vocabulary Communicate effectively in shopping situationUse tense to construct correct sentences. | ExplanationDiscussion Questions and answer  | Sentence ConstructionFormation of question tags. | Effective communicationSelf esteem Self-awarenessNegotiation.Decision making  |  Real objects.  | Detailed English grammar Bk pg 19. |
|  |  |  | SHOPPING | Buying and selling  | English  | Structures I have eaten some mangoes I have not eaten any mangoes.How much oil do you need?How much has been the price of sugar?How much has it cost you?  | Use the structures to construct sentences Ask questions correctly. | Explanationguidance | Construction of oral sentences Act situations. |  | Real objects  | Mk primary English Bk pgs 68-70 |
|  |  |  |  |  |  | Comprehension A passage ( at the market) Shopping list.  | Read the passage Answer questions about the given shopping list. |  | Read the passage Answer questions about the shopping list.  | Accuracy Negotiation.  |  | Mk primary English Bk pgs 71-72. |
|  |  |  | TIME |  | English  | **Vocabulary** Continue bite , off, while, hold eat ,**Past continuous tense** Negatives and interrogatives.Active and passive voiceQuestions tagsUse of while and when. | Read the vocabulary Pronounce the wordsConstruct simple sentences using the given vocabularyChange sentences to active and passive and form question tags in the past continuous Use while and when. | ExplanationDiscussionQuestion and answer | Sentences ConstructionChanging sentences Forming question tags. | Reasoning AccuracyResponding to questions. |  | Junior English revision Detailed Eng grammer Bk pg  |
|  |  |  | TIME  |  | English  | Structures Conjunctions use of both and “both” and because either, neither, but, although, as | Join the sentences using the given conjunction  |  |  |  |  | First Aid in EWng pgs 89-93. |
|  |  |  |  |  |  | **Similes** Analogies. | Complete the simile correctlyRelate the analogies correctly.  | Explanation DiscussionQuestion and answer | Answering Questions about the similes. | Assertiveness  |  | Junior Eng composition and grammer. |
|  |  |  | -Do- | -do- | -do- | **Comprehensions** Time table John kept time. | Read the dialogueAnswer questions about the time table. | ExplanationDiscussionQuestion and answer. | Answering questions about the time table  | Assertiveness  | -do- | -do- |
|  |  |  | TIME  |  |  | Guided composition Jumbled sentences to a good story. | Arrange the jumbled sentences to a good story. | ExplanationDiscussionQuestions and answer |  |  | Teacher’s collection |  |
|  |  |  |  THE FUTURE  | Expression of the future |  | **Vocabulary** Tomorrow, next, Monday, next, week, next month, next year, shall not, arrive diary, calendar, note. Future simple tenseThe use of shall and will Active and passive voiceQuestions tags. | Talk about future eventsExplanation what will happenRespond to questions appropriatelyNarrate events related to future happenings. | ExplanationDiscussion Question and answer. | Acting dialogue conversation related to future events. | Effective communicationCritical thinking |  | Junior eng composition and grammar by J-A Bright. |
|  |  |  | EXPRESSION OF THE FUTURE |  |  | **Comprehension.**Keeping a diary a calendar Guided composition.  | Talk about activities in a dairyRead about events in a diary.Record events in a dairy.Keep a personal dairy. | Explanation DiscussionQuestions and answer. | Reading and interpreting information in a diary. | Self esteem |  | English learner Bk 4  |
|  |  |  |  |  |  | Conditionals if (I)Example: If I go town, I will buy a new dress. | Identify what makes the conditional Construct oral sentences.  | Explanation Demonstration observation | Construct sentences Punctuate the sentences. | Creative thinking  | Chalk board illustrations. |  |
|  |  |  | GAMES AND SPORTS |  |  | **Vocabulary** Run, jump, play football, skip, race, through, high, long, pick, player, lose, win, game, clap, happy, coach, umpire, reference | Identify games and sports played.Use appropriate vocabularyGive and follow simple instructions.Read simple articles in sports &games. | Guided discoveryDemonstrationGuidance Brain storming. | Read the vocabulary Use it to construct sentences  | Self esteemAssertivenessNonviolent conflict resolution empathy. | Real objects. |  |
|  |  |  | DEMOCRACY  |  |  | Direct and indirect speechReview the use of inverted commas in sentences.Simple direct speech e.g. she said “I am sick”She said that she was sick. | Identify what direct & indirect speech is constructing simple sentences. | ExplanationGuidance Demonstration.  | Construction of sentencesPunctuate sentences correctly. | Assertiveness Self-awareness. |  |  |
|  |  |  | GAMES AND SPORTS |  |  | **Junior** OccupationDescription of people and occupations e.g. referee, umpire, coach, etc. | Identify games and sports played.Use appropriate Vocabulary and structures when describing games and sports. | Demonstration DiscussionExplanation. | Being openListening to and valuing what others say. | Role playing different games and sports. | Chart showing a football pitch. |  |
|  |  |  | -do- |  |  | **Comprehension**A notice A football match passage our sports day | Following simple instructions in a given game and sport.Read and interpret points on score board. | DemonstrationDiscussion explanation | Reading the passage  | Effective communication |  | Mk primary English pgs 136 -138  |
|  |  |  |  | GAMES AND SPORTS | English  | **Composition**Letter writing Personal letters. | - write a simple description on a given game or sport.  | Demonstration Discussion Explanation | Describe a simple game and sport. | Peer resistance  |  |  |
|  |  |  |  | MUSIC DANCE AND DRAMA  |  | **Vocabulary**Sing, recite drama, choir, concert instruments, actor, rhyme costume conductor.Structures….when……….which ….will…..Daudi sing? | Describe a given music festival.Act in a given play Construct sentences about music dance drama | Role play Demonstration Explanation.  | Reciting Acting  | Appreciation of one self | Picture showing drama  | Mk primary English Bk 4 pgs 141 – 146. |
|  |  |  |  | MUSIC DANCE AND DRAMA |  | **Junior** Ordinary and cardinal ) numbers Usage of ordinary and cardinal numbers in sentences  | Read and write both cardinal and ordinal numbers |  | Counting order  |  | Real objects  | Mk primary course Bk 3 pgs 24 - 25 |
|  |  |  |  |  |  | **Comprehension** Conversation Mwesigwa is sad Poem My beautiful mother  | Identify games and sports played.Act the dialogue Answer questions about the poem | Explanation Discussion Demonstration Role play Observation Discovery  | Act the dialogue Answer oral and written questions about the poem. | Self esteem Assertiveness Value empathy | Puppets. |  |
|  |  |  |  |  |  | **Composition** Picture composition. | Study the composition Answer oral & written questions about the composition. | Study the wise sayings Derive meanings from the wise saying.  | Explanationdiscussion | Critical thinking | Chart showing a picture comp. |  |
|  |  | Elections  |  |  |  | **Vocabulary** Prefect, vote, ballot paper, candidate head girl head boy campaign Structures …..who ….…… are electing ……as……the…..…..will ……on….…..whom….?Is ….standing for the post of ……? | Use appropriate language in convincing others.Read and interpret simple posters related to elections Read simple date related to elections Write campaign messages. | Role play Demonstration.  | Asking and answering questionsConducting Conversations Being open Standing for one’s right. | Effective communication | Posters showing Candidates contesting. |  |
|  |  |  |  |  |  | Junior Synonyms Replacement of the given words with a word similar in meaning  |  |  |  |  |  |  |
|  |  |  |  | Elections  |  | **Comprehension** A table showing results of candidates. | Read simple data related to elections Illustrate election activities  |  Explanation Discussion  |  Read short stories about elections  | Construct sentences using the structures | Self esteem | Poster sNews papers |
|  |  |  |  | Elections  |  | **Composition** Writing campaignMessages for your candidate. | Write campaign messages. | Discussion Explanation | Illustrating election activities.Drawing posters. | Volunteering | Posters Ballot papers. | English course book 4 pgs 152 - 154 |